

GUT STRENGTH?

**Exploring the discourse features between
presenters of different sexes in essential
strength training breathing technique
instructional videos**

Bachelor's thesis

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Tiivistelmä – Abstract <p>Sukupuolten väliset erot ovat usealla eri elämänaalueella tarkasteltu ja jopa erilaisia kiistojakin aiheuttava tekijä.</p> <p>Tässä tutkimuksessa keskityttiin tarkastelemaan sukupuolten välisiä mahdollisia eroja ja yhtäläisyyksiä kielellisten piirteiden osalta samasta aiheesta puhuttaessa.</p> <p>Tutkimuksen tarkoituksena oli tunnistaa mahdollisia kielellisiä eroja ja yhtäläisyyksiä tutkimuskohteiden välillä ja tehdä näiden havaintojen perusteella johtopäätöksiä sukupuolten välisistä eroista puhuttaessa kommunikaatioon liittyvistä toimintatavoista.</p> <p>Tutkimuksessa tarkasteltava aineisto kerättiin kahden eri sukupuolta olevan YouTube-sisällöntuottajan videoista (yksi video kummaltakin) joiden molempien aiheena oli tietyn voimailussa käytettävän tekniikan (Valsalvamanööveri) opettaminen käytännössä asiasta entuudestaan tietämättömälle yleisölle. Tätä aineistoa tarkasteltiin soveltaen kriittisen diskurssianalyysin metodeja (Critical Discourse Analysis). Tutkimuksen merkittävimpänä tuloksena voidaan pitää tehtyjä havaintoja molempien sisällöntuottajien esiintyessään käyttämistä kielellisesti samankaltaisista tavoista esittää informaatiota, tyyllillisten ja toteutuksellisten aspektien vaihdellessa näiden sisällöntuottajien välillä.</p> <p>Tutkimuksen rajallisuudesta johtuen näistä tuloksista on varsin vaikeaa tehdä erityisen jyrkkiä oletuksia sen suhteen pohjautuvatko tutkimuksessa esille nousseet erot lopulta siihen, että tutkimuksen kohteina olleet sisällöntuottajat ovat eri sukupuolta vai ovatko nämä puhtaasti henkilökohtaisia eroja.</p>	
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TABLE OF CONTENTS

1 INTRODUCTION	3
2 SEX AND GENDER, DISCOURSE	3
2.1 The aspects of sex and gender	3
2.2 Language relations and roles of sex and gender	4
3 THE PRESENT STUDY	5
3.1 Data	5
3.2 The Valsalva Maneuver	6
3.3 Research methods	6
4 ANALYSIS	7
4.1 Table of findings	7
4.2 Comparison of introductions	8
4.3 Explanatory methods	9
4.4 General discourse features	9
4.5 Metacommentary	10
4.6 Word choices and speech patterns	15
4.7 Non-verbal cues	15
4.8 Environment, placement, movement	16
5 CONCLUSION	17
BIBLIOGRAPHY	18

1 INTRODUCTION

Various forms of weightlifting as the choice of strength training are popular ways of engaging in physical activity contemporarily and it is fair to assume that this form of activity is something both men and women are equally excited about. Strength training is an outstanding platform for both sexes to thrive competitively and/or to embrace training as a lifelong activity to stay healthy and physically capable. This being said, there are probably just as many reasons for training or “working out” as there are responders. One’s main focus might be in chasing a certain type of physique and the other may want to put one’s body through rigorous and regimented training to maximize one’s strength levels and as a result enhance one’s overall performance in sports or even in some form of competitive weightlifting.

Engaging in weight training, including any sort of heavy lifting carries a possibility of injury and when doing everything correctly, there are certain principles that apply to everyone (regardless of variables such as sex and age) in order to ensure effective and moreover safe methods of training to promote the longevity and progressivity of one’s lifting career as well as possible. One of the most important of these methods is the correct way of breathing to maximize optimal core support. Breathing and bracing one’s core is essential to create a solid foundation capable of supporting one’s spine and keeping the mid-section of the torso as tight as possible while attempting (and most preferably succeeding in) lifting anything heavy.

The aforementioned method is widely regarded as *the Valsalva Maneuver*. In this paper I will study how two reasonably popular trainers of different sexes on YouTube speak about this and explain and instruct someone new to the topic the Valsalva Maneuver. I will examine the possible noticeable differences or similarities in the discourse between the two content creators. The two YouTubers examined are both powerlifters and general strength-training content creators. This study aims to reveal and recognize the possible differences and similarities between the discourse features of their provided content.

The differences between sexes have been studied in the past in the field of gender studies and linguistics and some linguistic differences between sexes have been established, followed by arguments criticizing terms such as *genderlect* and *women’s language* or *men’s language*. In this study the important factor is the topic, it is universal by nature and applies to both sexes. With this in mind I think it is a fair, optimal platform to examine, whether there are actual linguistic differences between sexes when both persons are explaining the exact same, universally applicable method.

2 SEX AND GENDER, DISCOURSE

2.1 The aspects of sex and gender

When thinking of the two sexes one is able to notice some initial differences, aspects that are considered masculine and feminine. Usually we categorize these differences as something generally perceived with the outer appearance. Arguably, there are features that might be

more subtle and harder to notice, such as possible differences in speech and discourse. Litosseliti (2006) argues that the terms *sex* and *gender* are often used interchangeably as synonyms, despite the fact that these are two vastly different concepts. The general distinction that has been made by language and gender theorists is between the physiological as sex- and the social or cultural construct as gender (Litosseliti, 2006). Especially when considering gender, the somewhat clear models of behaviour and what is perceived as masculine or feminine are evident and although the aspects considering these differences are heavily culturally and socially determined, there are some distinctions that are universally agreed upon. One utilizable example for this could be the idea of a traditional household or moreover, a family, and the roles of the parents and how the parents portray them. Usually this works in the known fashion of the *man* or the *father* to be the one out-of-the-house, working, taking care of business or in some other manner *providing for the family* whereas the *woman* or the *mother* stays home, takes care of the house and children.

The distinction between sex and gender is also used as a political tool and the biological differences between sexes are utilized when justifying the traditional default roles considered suitable for both sexes. In this study I am going to search for and identify the possible differences and similarities in discourse features between male and female social media content providers.

2.2 Language relations and roles of sex and gender

Once a child is born, from the first moments on one of the initial questions presented to the parents is whether the newborn is a boy or a girl. This typical social convention works as a great example to demonstrate how deeply ingrained the division of individuals to two biological sexes is into societies and cultures. This rather absolute idea of two possible sexes has been challenged in the field of gender studies, mainly because the perception of gender and sexuality has become more pliable. The strict categorization to two default sexes does not always work properly as some individuals may have difficulties in placing themselves into one of those two given possibilities. For this reason the concept of *gender* has been developed. *Gender* is culturally more flexible, and can be independently modified based on a person's cultural and social identity, creating more freedom for self-expression and quite possibly relieving the stress of fitting into the less flexible, binary distinction of male-female. The other term, *sex*, is more permanent and is perceived to be strictly in line with biological factors.

These notes and changes in the general attitude towards the concepts of *sex* and *gender* raise the question of how different men and women actually are? Do the differences range systematically all the way into how individuals of different sexes speak or are the possible differences only related to the way men and women view topics differently, thus paying attention to different details? What to take into consideration when speaking of gender, masculinity and femininity. What does gender actually have to do with language, if anything at all and is everything eventually strictly individual regardless of sex or gender? Traditionally in most cultures there has been a division between what has been perceived as

acceptable ways of gender-specific behaviour and this includes speech. Holmes (2006) describes gender as an undeniable structure that is ever-present and something that influences our behaviour and our level of awareness of this influence varies from interaction to interaction. Gormley (2015) discusses how gender is a baseline construct regarding all societies, establishing the binary distinction between male and female. From this basis, divisions are made considering the prevalent consensus of what it means to be a woman or a man and what is perceived as feminine or masculine. Language plays a significant role in sustaining these divisions as certain aspects ways of language usage are considered to belong to a certain sex. Considering this, one could automatically focus and try to point out all the differences between sexes, perhaps completely disregarding the possible similarities. While this in mind, it is also important to recognize that the notion of *women's language* and *men's language* or as otherwise known as *genderlect* has already been criticized by Coady (2012).

When exploring deeper into the alleged differences, like with behaviour, with speech there are certain aspects and ways of speaking that are perceived belonging to a certain sex. Goddard and Patterson (2000) highlight the idea that even in popular sayings there are ways of speaking that are acceptable to use by only one of the sexes. This illustrates the complexity of how permanently the idea of the division of the sexes affects the general human thinking. With examples such as “nice girls don’t swear” and describing something as “bloke-ish talk” it is evident that lasting, concealed assumptions regarding acceptable male and female linguistic behaviour evidently take place in human cognition. Sunderland (2006) argues how gender relations are a factor potentially used not only for dividing and differentiating but also as tools for dominance and enforcement of inequality of various forms in all walks of life. Keeping this in mind alongside Goddard and Patterson’s (2000) discussion the assumption could be made that there could be some visible forms of division within the linguistic scope when examining further. Ahearn (2021) also highlights the idea of linguistic gender differences and the assumptions associated by discussing a study where conversations of two US high school student groups were recorded, presenting them with the anonymity and the assumed gender of these students unrevealed. She then asks the reader the question if there is something in these conversation transcripts that made the reader make assumptions about the gender of the persons present in these conversations and why. She continues to argue that these likely assumptions were drawn based on some first-hand experiences of how men and women use language and possibly consciously or unconsciously considering some language ideologies concerning the gendered nature of communication.

3 THE PRESENT STUDY

3.1 Data

The data for this study consists of two YouTube videos covering the same topic in the field of strength training and physical activity. One of the videos is from a channel with its content created by a woman and the other one from a channel with a man as the content creator. With this setting in mind, the data will be analysed for possible differences in discourse by sexes.

The first video is from a YouTube channel by the name of “MegSquats”. This channel is administered and hosted by a woman named Meg Gallagher, an American who participates in competitive powerlifting and promotes an overall healthy, active lifestyle. The second video used is by a male YouTuber, Alan Thrall. He runs his channel using his own name. He is also an American powerlifter and strongman, in addition to being a gym owner.

Both of these videos discuss and provide content from a strength training point of view and thus should be comparable within the context of possible differences in discourse between the sexes. The specific topic for the videos I am using will be the importance of breathing and bracing one’s core during heavy lifting exercises. This technique is regarded as *the Valsalva Maneuver* in the field of sports science. Certainly being a highly stressed and an important topic in the field of strength training and fitness, there is a variety of tutorials available on YouTube discussing this and providing helpful insight for viewers.

I chose these two exact videos specifically because both of these videos are under five minutes long and have a very straight-forward approach to the topic, hence being rather similar and also quite easy to work with. In addition, these tutorials are accurate and informative enough to help a beginner-level lifter to understand how to experiment and utilize this proper breathing technique to one’s advantage to ensure safe and effective training within one’s training program.

3.2 The Valsalva Maneuver

The Valsalva Maneuver (VM) is a specific breathing technique which helps to stabilize one’s core during heavy lifting exercises, such as the squat and the deadlift. The technique itself relies on utilizing the air pressure inside the abdominal cavity by using diaphragmatic breathing and closing the airway. This aforementioned intra-abdominal pressure turns one’s core into a very rigid, cylinder-like structure to protect one’s spine when training with heavy weights. This is something that humans most likely do inherently, when lifting something or when producing force towards any object that is hard to move to maximize proper base for strength projection. Because of this, in the field of weight training it is a skill to be practiced and properly utilized. Hackett and Chow (2013) discuss the VM to be an effective way of increasing intra-abdominal pressure which likely leads to better spine stability and trunk rigidity during strength and resistance exercise. According to Hackett and Chow (2013) the VM appears to be a seemingly risk-free method since the potential risks associated with the method are yet to be clinically confirmed.

3.3 Research methods

The discourse analysis in this work focuses mainly on analysing the linguistic perspective of the two presenters, such as what is recognizable from the way that they present their information and with that possibly portray their views linguistically. The data will mainly be analysed using proper CDA methods. Both of these videos will be examined for possible differences and/or similarities in speech (such as patterns, word choices, non-verbal

communication and metacommentary) and these variables will be categorized and further analysed individually regarding each of the videos. Non-verbal communication also plays a noticeable role in this research since the data examined is of video form and videos being multimodal in nature there is more to be examined than only *what* is being said, and the other interesting question is *how* it is being said.

The primary research questions are as follows:

1. Are there notable similarities and/or differences in the discourse features of the presenters?
2. Can these similarities and/or differences reveal something about gender and communication?

4 ANALYSIS

The videos presented and used as the primary data for this study will be analysed using methods of Content Analysis and Conversational Analysis (and/or CDA).

The said videos will be divided into sections for further analysis with the focus on *recognizing* and *categorizing* selected various noticeable linguistic and presentational phenomena and presenting these in a comparing manner.

4.1 Table of findings

In the following table I have collected the main findings of the study and they are presented in a simple and more concise overview.

The findings presented here are discussed more in-depth starting from section 4.2.

Table 1. Main findings from the study.

OBSERVATION	THRALL	MEGSQUATS
Greeting and noting the audience	Quick, non-emphasized	Thorough, inviting, warm and friendly
Explanatory methods	Building a narrative, personal	Expository, general information based
Tone	Somewhat negative, focusing on <i>what not to do</i> Authoritative/instructional to a degree	Positive, focusing on <i>how to do things correctly</i> Conversational
Metacommentary	Subtle, scarce	More evident, more extensive
Infographics	One during a 10 second pause condensing the relevant information	Multiple during the entire video, appearing simultaneously alongside expository speech
Physicality, usage of space	Plenty of movement, demonstration of VM in practice	More passive, demonstration of VM in a more situationally convenient way
YouTube-conventional procedures, patterns	Tagline at the end of the video	Tagline in the beginning of the video Reminders of subscription and other social media platforms to the audience
Environment	Proper training facility	Personal residence (apparently)

4.2 Comparison of introductions

When examining the intro of Thrall's video, one is able to make the notion of Thrall not introducing himself in the beginning of the video. He just vaguely greets the audience by uttering "*Sup guys*" and afterwards proceeds with a short explanation about the situation with "*I'm hammering some high-bar squats today.*" After this he starts by setting up a narrative that serves as a base for his actual content. He tells a story about a situation he witnessed when he was training in another facility. Gathering from the context and the nature of the narrative he is most likely referring to a commercial gym environment, prior to opening his own gym and he overheard a personal trainer providing a client instructions

about a breathing technique for exercising that Thrall considered to be faulty. Thrall then continues on with the story, speaking with a somewhat sarcastic tone, *“He is a certified personal trainer, so he must know what he’s talking about”*, quite clearly indicating that in his opinion this method is by no means suitable for weightlifting. He then continues by saying *“putting his method to the test”* referring to the personal trainer - and then continues to highlight how drastically incorrect the breathing technique is by actually performing a failed squat attempt, using the method of the said personal trainer. The setting up for failure is a part of the narrative, although it is not verbal. The underlying narrative in this section of the video is based on the negative; on what not to do, in its entirety.

MegSquats’s video starts off with in a fashion that is more YouTube-conventional, in a more expository and inviting conversational manner. She makes it clear that the audience has “tuned in” into her channel. She introduces herself, greets and welcomes the audience by using her signature tagline *“Hello my strong-strong friends”* and asks viewers to subscribe to her channel, which is something very common for the context of YouTube videos. Her base for the content is almost exclusively expository as she first offers general facts about breathing and weight-training.

4.3 Explanatory methods

Thrall explains the utilization of the Valsalva Maneuver by using his body to demonstrate the technique in action. He steps away from the camera into the power rack to perform a (intentionally) failed attempt of a high-bar squat to demonstrate the incorrect form of breathing and bracing during the exercise. He takes pauses from speaking and verbal explaining to move around in the space to highlight the method in practice. He also gets closer and turns sideways to the camera to show how his stomach expands when breathing down into the abdominal cavity.

Between the two presenters, there is a major difference in the way they move. Unlike Thrall, MegSquats remains more sedentary, staying closer to the camera all the way through the video. She does alternate her position between sitting and standing while explaining the method discussed. At one point while standing up she also turns sideways to the camera and demonstrates how to breathe down into the abdominal cavity, very much the same manner as Thrall does. As a tool aiding her demonstration, she uses a powerlifting-specific belt later in the video to highlight how to expand one’s core against the belt to create a sturdy support system for one’s spine.

4.4 General discourse features

Thrall sets his video up with a narrative. He does not give an introduction and starts right in the middle of the action. He begins by telling a story from his own experience as a basis for his information. He creates characters in his narrative as he refers to a personal trainer he once overheard explaining a faulty method of breathing for lifting purposes. He uses phrases such as: *“Okay, he’s a certified personal trainer, so he must know what he’s talking about”*

and with this sarcastic tone he is clearly questioning the professional competence and authority of this personal trainer. Thrall's explanation is also constructed more in a way of "*what not to do*", as he begins the video by setting up a test. He's putting the personal trainer's method to the test, which causes it to fail and then allows him to explain the correct way by himself. The demonstration of the faulty technique works as a part of the narrative although it is non-verbal. Looking even further, Thrall's video is titled "How NOT to breathe", which could be seen as a clear indication that he is sharing some information about an important issue that people might be doing wrong, or not at all and might have been misinformed about in the past and in worst-case scenario putting themselves in a risk injury. It needs to be noted, though, that Thrall's approach to the topic starts from a negative baseline. The *How NOT to* -approach as a word choice is emphasizing the negative, which could even be interpreted as a warning to the audience of what and how not to do things. His actual advice for the correct way of doing things takes place later in the video.

MegSquats does not talk about anyone else outside the video and her way of describing the proper breathing technique is more neutral. She speaks from her experience and knowledge only. It could be said that MegSquats' overall discourse stays quite firmly on the expository and instructional side. Instead of framing the information with a narrative of the incorrect way of doing things, she starts the video by giving some general information about breathing and weight training and after this dives into the more specific topic of the Valsalva Maneuver.

4.5 Metacommentary

Both of the videos include aspects which can be examined as examples of metacommentary. Interestingly, both presenters include different forms of metacommentary in their videos.

The following are a few initial examples from MegSquats' video:

"Be sure to subscribe to my channel"

"...we've talked about this in the belt video that I did.."

With these examples we can identify the fact that MegSquats does utilize metacommentary. The first phrase functions almost as a quick advertisement with which she is trying to convince the viewer to subscribe to her channel. As this does not actually have anything to do with the topic of the video itself, it could be considered solely as her marketing the channel to the audience. In the second example of metacommentary, she refers to an older video she made sometime earlier, which has some useful information regarding the topic at hand (the correct breathing and bracing technique or the Valsalva Maneuver), but still directs the viewer's attention towards something that is outside the present video. She also talks about breathing overall in the beginning of her video by laying out facts such as "*the average person takes 23,000 breaths per day*" and explaining some possibly non-beneficial consequences of an improper breathing technique. Towards the end of the video she also begins informing the audience about her training gear line, lifting programs and gym guidance material available by her company as sort of a subtle advertisement-like reminder.

MegSquats' metacommentary discourse might be something to function as a tool to make the video, which is instructional by nature, more conversational or informal. Her video is more edited than Thrall's as can be seen from the number of cuts and the pop-up infographics yet still she has left in a part where she accidentally hits the background and makes a quick joke about ruining the set. One purpose for this might be her wanting to keep the overall mood of the video quite light and easy-going and perhaps by not hiding her sudden clumsiness making herself appear more relatable to the audience as social media content providers often try to seek a fabricated form of perfection and with this in mind purposefully eliminate any flaws within their content to keep up the perfect appearance.

Thrall's metacommentary is more subtle, in a way. When he is setting up the narrative about the personal trainer giving false advice, Thrall briefly mentions the gym where he used to train before starting his own gym. His signature "*Train Untamed*" tagline at the end of the video can also be considered metacommentary and perhaps as the only true example of metacommentary in his video because it does not really have anything to do with the real topic of the video, it is just something more conventional for YouTube channels. One interesting feature that could possibly be considered as metacommentary in Thrall's video is the United States flag behind the power rack which can be partially seen throughout the video. This could be seen as a symbol of national pride and/or him portraying himself as a representative of the United States, if you will. After all, his channel is fairly popular closing in on a million subscribers from all around the world. The flag could be seen as a reminder for the audience so they can remember where the origin of the content they are watching lies. Nowhere during the video does Thrall actually state his nationality and does not talk much about anything related to his identity but some of the items, like the flag, in the background of the video give away some hints about his persona. In addition to the flag, in the left corner of the room next to the power rack there are some olive-green coloured items that very much resemble sandbags. Being used both as military gear and strongman training and competition equipment these sandbags have a possibility of directing the viewers' attention towards Thrall's past serving in the US Marine Corps and the fact he is training for competition and competing in strongman events.

Continuing further with metacommentary, focusing on the infographics, below I have gathered some examples of the types of infographics that the presenters utilized in their videos.

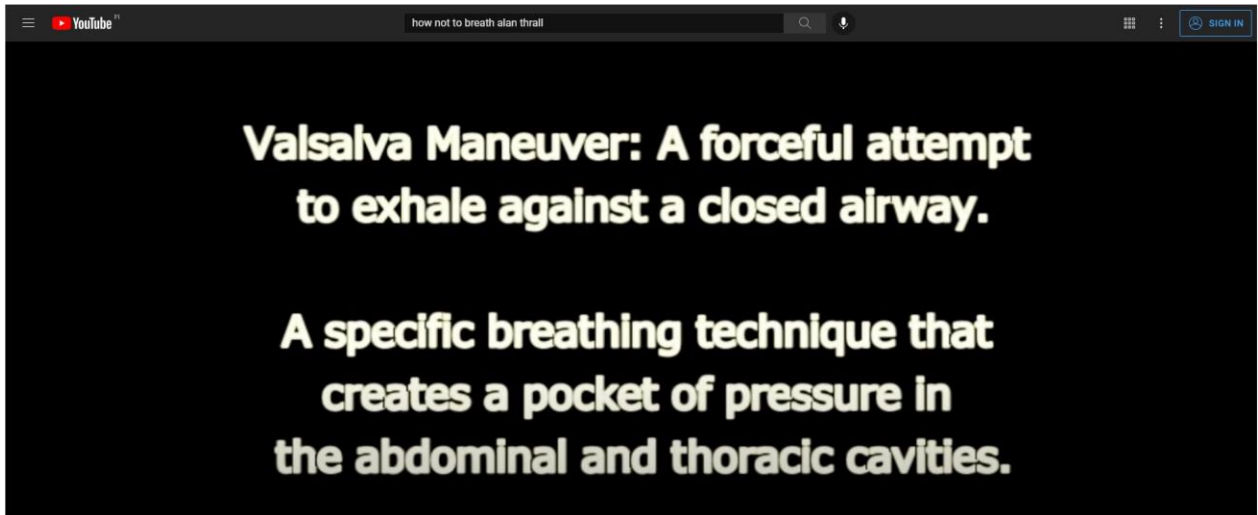


Figure 1. Thrall's only infographic, which appears early in the video.

As shown by these examples, there are differences in the ways and the stylistic choices the presenters use infographics as presentation tools in their videos. The first and the most obvious difference is of course that Thrall uses only one infographic during his entire video (Figure 1). The one ten second pause with the short, concise explanation of the subject at hand is his preferred method considering infographics.

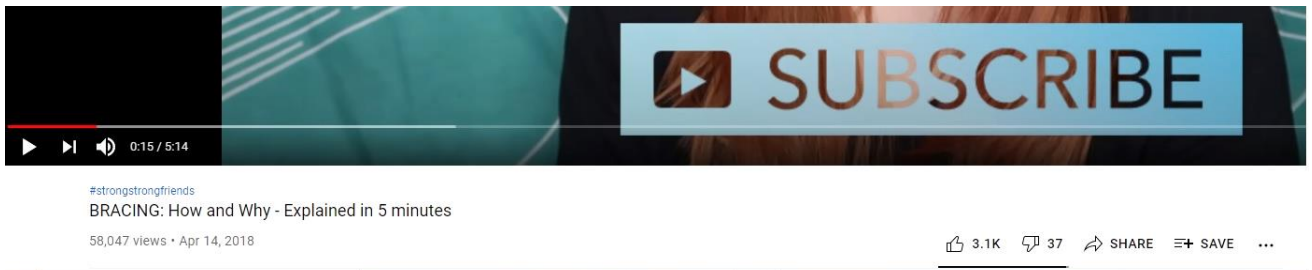


Figure 2. MegSquats' first infographic.



Figure 3. MegSquats fourth infographic.

MegSquats' uses several infographics as seen in Figures 2-5 included in this section. In total she uses eight pieces of infographics of similar fashion as shown in this section. Her infographics could be divided into certain, different categories. Figures 2 and 3 could be categorized as YouTube -conventionals since infographics of this sort are quite common among YouTubers to use as an aid for their videos and they could be seen as something that functions as reminders of the specific YouTube channel and the community of that channel.

The second category of MegSquats' infographics could be labeled as general visual aids. Figure 4 she uses a couple of these sort of infographics possibly as just fun little pieces to boost the visual aspect and multimodality of the video. They might also work as visual reminders about the aspects of the topic discussed and as such benefit some viewers.



#strongstrongfriends

BRACING: How and Why - Explained in 5 minutes

58,047 views • Apr 14, 2018

Figure 4. MegSquats' second infographic.

The third category falls under the label of key words. During her presentation these sorts of visual aids keep appearing to underline some key concepts as she simultaneously keeps explaining the concepts and their purpose. As shown in Figure 5, the visual aid text that reads *Valsalva Maneuver* appears alongside her verbal explanation of the said topic, probably to enhance the suggested learning experience of the topic for the audience. A few other visual aids such as this one appear during the video, for example one reading *diaphragmatic breathing* as she begins her further explanation of the correct way of breathing. Later on another underlining visual aid appears that reads *intra-abdominal pressure* also to further highlight the basic principle the VM itself relies on.

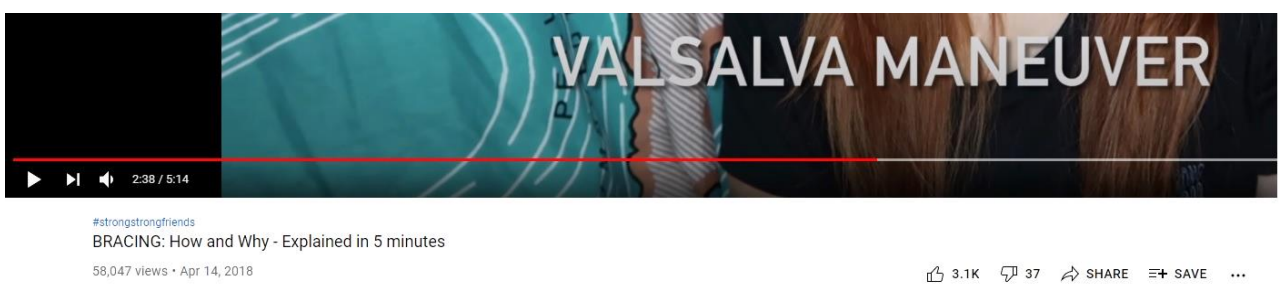


Figure 5. MegSquats third infographic.

The final aspect to discuss regarding the infographics are the stylistic choices. Thrall's single infographic is obviously very minimal and purpose-oriented with the somewhat crude finish including only everything that is absolutely necessary and nothing more. Considering the entirety of his video this realization is not very surprising since the focus of his video tends to stay on the topic at hand. In comparison the stylistic choices and the purpose of MegSquats' infographics vary greatly. The infographics appear on screen from various directions, some

with sound effects and the quantity of infographics appearing simultaneously varies in some cases.

4.6 Word choices and speech patterns

Both YouTubers use a tagline in their videos but the placement of their taglines differ. Thrall uses his signature “*Train Untamed*” tagline at the end of the video, which he does in every single one of his videos. MegSquats begins hers with her signature greeting “*Hello my strong-strong friends*”, which she, like Thrall, uses in all of her videos. The most significant difference is the positioning of the taglines within the videos. Thrall closes his videos with his tagline and MegSquats begins hers with one.

Another noticeable difference between the YouTubers is how they begin their videos. MegSquats introduces herself right in the beginning of the video whereas Thrall does not. She also has various pieces of information regarding other topics besides the one at hand with the current video to the audience before starting with the actual topic. This type of presentation is apparently more YouTube-conventional, where the presenter greets the audience and briefly does a bit of *catching up* as one would when meeting someone. Since YouTubers often portray episodes from their lives, this manner of explaining the current personal status quo and welcoming one’s *followers* or *friends* into the presentation, sort of functions the way typical social conventions in actual in-person communicative situations between people would.

4.7 Non-verbal cues

Thrall often supports his speech with his hands. He continuously makes a variety of gestures with his hands while talking (e.g. demonstrating the direction of airflow by showing with his hands while talking about breathing up and more importantly breathing down). He also points into the camera (perhaps to address the audience directly or to make a strong impression or even for humorous purposes) after explaining the difference of breathing up and breathing down. Thrall also expresses frustration in a slightly humorous and over emphasized gesture by spreading his arms after the intentional failed squat attempt to highlight the importance of the Valsalva Maneuver.

In Thrall’s video, a black screen with informational white text on appears to provide a brief explanation the basic idea of the Valsalva Maneuver. This instantiates a clear pause from speaking in the otherwise verbally loaded video. Thrall provides a short, simple - type of an explanation, condensing the key point of the whole video into a few phrases during this ten second pause from speaking.

Like Thrall, MegSquats also uses her hands and other non-verbal ways when explaining the topic. She uses her hands to demonstrate the airflow specifics and how breathing correctly feels. She also lifts up her shirt and shows how her stomach expands when breathing down into the abdominal cavity. Unlike Thrall, she demonstrates the breathing technique wearing a

lifting belt to further emphasize the core tightening effect of the expansion of the abdominal cavity.

MegSquats uses small pop-up pieces of information in her video that come and go quite seamlessly with her spoken information. On the contrary to Thrall's methods, these infographics appear more frequently and stay visible for a shorter time to highlight and support her information simultaneously as she speaks. She continuously speaks throughout the video, whereas in Thrall's video there is a clear break in speech when the written information is provided. Thrall also retains from speaking as he demonstrates the actual movements in the squat rack. Retaining from speaking meaning he does not remain silent but does not actually produce any type of coherent verbal information. He instead produces a series of somewhat typical grunting and hissing noises one might let out when weightlifting.

4.8 Environment, placement, movement

Some aspects considering these variables in both of the videos have been already discussed briefly above, however in this section these aspects will be examined more closely.

Thrall clearly appears to be in a training facility of some kind. The surroundings suggest him being in a small non-commercial gym, perhaps located in a basement or in a storage facility of some sort. In the beginning of the video Thrall is standing at a point-blank distance to the camera, almost too close for a comfortable in-person conversation. Later in the video he steps back to the squat rack behind him to demonstrate the actual exercise, returns to the very close range to the camera and proceeds with his expository section of his content. He turns sideways to the camera whilst explaining and showing how the Valsalva Maneuver affects one's core when the abdominal cavity expands.

MegSquats' surroundings appear far more cozy, almost like a home office. She seems to be in a room in a house with a large Map of the World fabric behind her as a backdrop. It is hard to say whether she sits or squats in front of the camera but it is clear she has lowered herself into the shot since she stands up multiple times to demonstrate the topic at hand in practice. She too is very close to the camera, but the setting is different to Thrall's. Her setting is almost studio-like where her head shot is the primary focus and the framing is almost a news reporter type of a display.

Again, like stated in various points of this paper before, her approach to the presentation is generally warmer and more traditionally welcoming. She is sitting in a cozy setting, smiling, actively greeting and welcoming audience members to the session she has prepared for today. Almost as if she is just having a chat with friends she has invited over.

Thrall's video, in comparison, takes place in a more serious environment where everything is handled more clear-cut, faster with no niceties and with actual demonstrative movements with the pieces of equipment for the appliance of which these instructional messages are created in the first place.

5 CONCLUSION

After examining the material, the videos in this case, it is possible to recognize both similarities and differences between the methods that these two individuals present information and content about the same topic.

When looking at the results in relation to the original research questions it is safe to say that there are in fact both similarities and differences between the subjects.

Whether the results of this study have something to do with the fact of the two subjects being of different sex, I think leaves some questions unanswered. The scale of this study is simply not vast enough to disclose if men and women profoundly and systematically explain topics entirely differently.

What has been interesting to note, though, is that the two presenters utilize a variety of similar methods and some similar mannerisms, to some extent, when discussing the topic and teaching the technique to their audience. This might simply be because of the nature of the topic and since the core of both of these videos follow probably the most suitable way of condensing the key points of the topic and explaining them to their audiences. With this in mind, I think it is safe to assume had the subjects of this study been any other two persons explaining the same topic, the results would have remained somewhat the same in the linguistic sense at least. The personality of the presenter obviously plays a significant role within various aspects of the content.

This type of research might be relative in the field of gender studies and the results might be useful for someone studying the aspects and differences in human interaction and the way how people communicate. A larger scale study of this type would possibly provide more extensive answers if there are some fundamental aspects with variability in methods of communication that differs within sexes. Further research considering this topic is therefore required.

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